



Whole Youth Development in Kenya

Synthesis of evidence from three studies on youth
capabilities for work and life



October 2019

James Ciera, John Mugo, Jasper Gosselt, Moses Ngware & Alex Awiti

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THE AGA KHAN UNIVERSITY

Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30) in employment Kenya.



African Population and Health Research Center

Assessing the production of core values and capabilities among youth in TVET institutions in Kenya

Dalberg

Youth NEET in Kenya: Enablers and barriers towards achieving career and life goals



Zizi Afrique Foundation

October 2019

James Ciera, John Mugo, Jasper Gosselt, Moses Ngware & Alex Awiti

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Abbreviations

APHRC African Population and Health Research Centre

CBET Competency-based Education and Training

EA Enumeration Area

FKE Federation of Kenya Employers

ICT Information and Communication Technology

KNBS Kenya National Bureau of Statistics

NEET Not in Employment, Education or Training

NP National Polytechnics

SES Socio-economic Status

TTI Technical Training Institutes

TVET Technical Vocational Education and Training

VTC Vocational Training Centres

I. INTRODUCTION

Youth unemployment is a growing concern globally. The demographic dividend in Sub-Saharan Africa presents unique opportunity for influencing the global labour dynamics on the one hand, but presents few distinct challenges on the other. One challenge is that of equipping youth with the skills not just demanded by work and life, but the range of capabilities to propel youth into uncertain futures. The World Development Report (2019) emphasizes the fact that the schooling generation today will end up, in their adulthood, doing jobs that have not even been thought about today. Even today, different from just a few years ago, youth are rapidly moving from one job to another, and many of them have to do many little jobs at the same time, across different world spaces.



The complex worlds of work and spaces for living demand a wider range of capabilities, ranging from technical and academic skills, to other transferrable skills like problem solving and collaboration. The rapid changes and the incessant technological disruptions require a working force able to adapt, and learn rapidly. As Kruss (2004) argued, the soft competences that one would accumulate during the lifecycle of working life are now tacit expectations of fresh graduates. Subsequently, training curricula have to embed a wider range of competences to not just match labour market demands, but also nurture a learning generation able to navigate this complex world.

In Kenya, the challenge of youth skills has caught the attention of many over recent years. A government report (Kaane, 2014) emphasized the need to rethink the skilling of youth, establishing that ***around one million youth enter the job market every year, most of them unskilled – fresh from secondary school, dropouts of the schooling system, and even graduates of Universities and technical training institutions who either are deficient in their area of training, or end up doing jobs not aligned to what they trained for.*** On the other hand, employers have expressed dissatisfaction with the graduates of the training system, citing the ‘double costing crisis’ – government taxes industry to raise money for education and training; industry invests again to retrain graduates because they lack the skills demanded by the job tasks.

While Technical Vocational Education and Training (TVET) presents opportunity for youth training, the sub-sector in Kenya has faced many challenges. For instance, the market over-value for academic certificates drove the public attitude, that TVET was for students who failed in the national examinations. This notion has driven low enrolment to TVET over the decades, and continues to shape the enrolment dynamics today. At the same time, the government invested heavily in academic education, at the expense of technical training. For instance, in 2017, around 40 Universities in the country had an enrolment of around 565,000 students, against an enrolment of 275,000 students in more than 1,000 TVET institutions. During the same period, government expenditure in the University sub-sector was nearly 40 times (96 billion shillings) that of the TVET sub-sector (2.5 billion shillings) (KNBS, 2018). Yet, only around 10 per cent of the youth completing secondary school will end up in the university. Other documented challenges to TVET in Kenya include poor matching of skills to the labour market (FKE, 2018), high cost of training, outdated training

the market over-value for academic certificates drove the public attitude, that TVET was for students who failed in the national examinations

technologies left far behind by industry, inadequacy and low capacities of trainers, and the lack of focus on competences demanded for 21st century working and living (Ondieki, Kahihu & Muthoni, 2019).

A set of three studies

Attempting to address some of these challenges, the Ujana360 Program was established in 2017 to embed whole youth development in TVET. The concept of whole youth development implies the core values and capabilities demanded today for youth to create, access and retain jobs, lead fulfilled lives and contribute to the common good of society. While many frameworks of soft skills, 21st century skills and transferrable competences have been developed globally, two limitations were noted. First is that many of these frameworks are developed for other contexts, and second, many of them are developed for the schooling generation. To deepen the understanding of whole youth development in Kenya, and to scope the landscape of youth and TVET overall, the Program conceptualized three studies in 2017.

The first study, conducted by Dalberg, focused on youth aged 15-25 years, those not in employment, education or training (NEET). This study interrogated the drivers and barriers to training and job opportunities, understanding the competences that youth find important to them – those that they mostly possess and those that they mostly lack. The study sought to develop deep clarity on youth NEET, understanding the extreme adversities faced by youth, and the value of whole youth development skills in building resilience and facilitating access to opportunity.

The second study, conducted by the African Population and Health Research Centre (APHRC), focused on youth in TVET institutions across the country, at the three levels – National Polytechnics, Technical Training Institutes and Vocational Training Centres. The key focus of this study was to understand the mechanics of skills production, establishing the disposition for whole youth development in Kenya's TVET today – capabilities that are prioritized and those that are not, capacities of institutions, and the basic systemic readiness for embedding a wider range of capabilities in curricula, strengthening training capacities, and focusing the system on this wide range of competences demanded for work and life today.

The East Africa Institute of Aga Khan University conducted the last study, which pitched focus on youth aged 18-30 years, working in formal and informal sectors, including those who are self-employed. The key question of this study was understanding the range of capabilities demanded of youth at job entry, those that the youth mostly bring with, and those that have to be built or trained by industry. The study also investigated the utility of skills at work, the opportunities available for continued learning at workplaces, and the readiness of industry to collaborate with TVET institutions on skills strengthening.

Data for these studies were collected between March 2018 and February 2019, and each of these studies have individual reports. This report presents a synthesis of the key findings generated by the three studies, targeting mostly academic and policy audiences. The report first explains the methodologies utilized by the studies, and moves on to present the results along 8 key themes: Demographic characteristics of the studies youth,

1. Key challenges faced by youth,
2. Characteristics linked to youth unemployment,
3. Access to job information,
4. Capabilities for work and life,
5. Access to TVET opportunities,
6. Prospects for Whole Youth Development in TVET, and
7. An inferential exploration of the factors linking access to TVET information and access to job opportunities.

The report then signs off with five major conclusions, drawing policy and research implications upon each conclusion.



2. METHODOLOGY

The study findings are based on data collected from three surveys – a nation-wide household survey of skills among youth not in employment, education or training (NEET) (Study 1), a skills survey of youth in TVET institutions (Study 2), and a survey of skills among youth working in formal and informal sectors, and those in self-employment (Study 3).

Study 1 – Youth not in employment, education or training

Conducted by Dalberg, Study 1 included a cross sectional survey applying a series of methodologies. The survey used a multistage sampling scheme to sample 250 enumeration areas, (EA), based on probability proportionate to size, (PPS), stratified by rural-urban. In each of the sampled EAs, all eligible households (with youth), were listed and then sampled using a systematic random sampling, (skipping interval), from the generated household lists. Targeted were 10 youth from each EA, aged between 15 and 25 years. In households with more than one eligible respondent, only one respondent was randomly sampled using the last-birth-day approach. In total, the survey included 2,361 youth. The survey applied both qualitative and quantitative methodologies to strike a balance between depth and breadth, combining the large-scale survey with an in-depth, Human-Centred Design study. The study also included actual assessment of capabilities in selected areas.

Study 2 – Youth in TVET

Study 2 by the African Population and Health Research Centre (APHRC), targeted TVET institutions and students aged 15 to 25 years. The study included three categories of TVET institutions (Public and Private) – National Polytechnics, Technical Training Institutes and Vocational Training Centres. The survey was conducted in nine counties in Kenya: Garissa, Kakamega, Kisumu, Meru, Mombasa, Nairobi, Nyeri, Turkana and Uasin Gishu. These counties were selected specifically due to presence of national polytechnics and regional representation of these counties. Turkana County was however purposively sampled to boost representation of arid areas. The survey collected both qualitative and quantitative data from 171 institutional heads, 347 trainers, and 3,452 students in both first and final years of study. Additionally, qualitative data was collected from TVET regulatory and policy making bodies, final year students, and county (sub-national) directors of TVET using Key Informant Interviews and f=Focus Group Discussions.

Study 3 – Youth working in formal and informal sectors

Conducted by the Aga Khan University, Study 3 targeted youth aged between 18 and 30 years employed in the formal and informal sectors, including youth in self-employment. Targeted were youth at entry-level, and the study also collected data from the employers (supervisor level). The survey was conducted in 24 counties, which are home to over 85 per cent of Kenya's formal sector business establishments. Ten sectors including agriculture, wholesale & retail, construction, health and ICT, which account for 90 per cent of jobs in both formal and informal sector, were included in the sample. A total of 6,362 employed youth and 693 self-employed youth were interviewed. Over 2,300 employers in the formal and informal sectors were interviewed. Fifteen Key Informant Interviews were also conducted.

Besides the questions asked to respondents, the three studies asked the respondents to assess their capabilities. In addition, the studies utilized an assessment tool to test youth competences in values, functional literacy, functional numeracy and digital literacy.

Synthesis of findings

This report combines the three data sets. To analyse the data, common indicators from different datasets were pulled together; with both descriptive and inferential analyses being applied to:

- Understanding as to who gets to access TVET, who gets to stay at home, and who gets a job;
- Understand the factors that determine why most youth are excluded from training and work opportunities;
- Identify the most important skills that youth should require to succeed in work and life;
- Explore enablers of youth facing extreme adversities, to access training and work, and build capabilities for work and life.

3. RESULTS

Demographic characteristics of the study participants

Table 1 summarizes the characteristics of the three categories of the surveyed youth: Youth NEET (study 1), Youth in TVET (Study 2) and working youth, and their supervisors (Study 3).

Table 1: Demographic characteristics of key study participants

Factor	Study 1 (Youth NEET)	Study 2 (TVET Students)	Study 3 (Employees)		Self Employed	(Employers)	
			Informal	Formal		Informal	Formal
Number of participants (N)	2,361	3,452	3,095	3,267	693	1,165	1,138
Gender (%)							
Female	51.5	42.6	40.9	42.0	-	34.4	27.8
Male	48.5	57.4	59.1	58.0	-	65.6	72.2
Age groups							
15-17	3.6	2.6	-	-	-	-	-
18-21	39.9	51.3	17.9	10.6	6.0	-	-
22-25	55.9	43.8	46.1	45.7	30.6	-	-
26-30	0.0	2.4	36.0	43.7	63.4	-	-
Don't know/ Refused	0.6	0.0	0.0	0.0	0.0	-	-
Schooling Level							
No schooling	4.1	0.4	0.3	0.1	0.3	0.5	0.2
Informal/Pre-primary	0.1	0.0	0.3	0.1	0.1	0.1	0.3
Primary	36.9	7.8	7.6	1.9	2.5	3.8	0.5
Secondary	54.6	82.9	44.5	21.3	45.3	26.1	8.4
Tertiary	4.4	8.6	47.3	76.7	47.1	69.5	90.7
Refused /Don't Know	0.0	0.4	0.0	0.0	0.0	0.0	0.0
Marital Status							
Separated/Widowed	1.9	0.6	1.3	1.1	2.3	-	-
Married/Living together	29.7	4.0	32.8	42.6	58.9	-	-
Single	68.4	95.5	65.9	56.4	38.8	-	-
TVET Institutions							
National Polytechnics	-	4.6	-	-	-	-	-
Technical Training Institutes	-	74.1	-	-	-	-	-
Vocational Training Centres	-	32.2	-	-	-	-	-

Overall, a total of 2,361 youth were sampled from the 42 counties in study 1. The number of sampled youths at County was based on a PPS methodology where the samples at County level were equally proportional to the contribution of the County to the national population. On gender, female and male youth accounted for 51.5 per cent and 48.5 per cent respectively. On age distribution, 15-17 years, 18-21 years, 22-25 years and 26-30 years accounted for 3.6 per cent, 39.9 per cent, 55.9 per cent and less than 0.1 per cent respectively. Almost 29.7 per cent were in union (either married or living together), 68.4 per cent were single and about 1.9 per cent were either widowed, divorced or separated. On education level, 4.1 per cent had no schooling background, 37 per cent had at

most primary level of education, 54.6 per cent had secondary level education and 4.4 per cent had college/university level of education.

In study 2, about 171 institutions were surveyed where the National Polytechnics (NP), Technical Training Institutes (TTI) and Vocational Training Centres (VTC) were 8, 124 and 39 respectively. Among the three types of institutions, 3,452 students were sampled where NP, TTI and VTC account for 4.6 per cent, 74.1 per cent and 32.2 per cent of the enrolled students respectively. On age distribution, 15-17 years, 18-21 years, 22-25 years and 26-30 years accounted for 2.6 per cent, 51.3 per cent, 43.8 per cent and 2.4 per cent respectively. Results on education levels attained before admission to these institutions show that 0.4 per cent had not yet gone to school, 7.8 per cent had at most primary level of education, 82.9 per cent had secondary level of education while 9 per cent had post-secondary level of education. On marital status, about 95.5 per cent were single while 4.5 per cent were either in union, divorced, separated or widowed. About 80 per cent of the enrolled students had rural background compared to 20 per cent with urban background.

In study 3, the focus was on those in informal, formal and self-employment sectors with 3,095, 3,267, and 693 respectively. The study also collected information from 1,165 employers in the informal and 1,138 employers in the formal sectors. In both formal and informal sectors about 58 per cent of the youth were male while 42 per cent were females. On age distribution, the majority of those employed in the three sectors were aged 22 years and above, which contributed over 80 per cent. Majority of those above 26 years were in the self-employment (63.4%) while 18% of those working in the informal sector were aged below 22 years. On schooling status before employment, the majority had at least secondary education. In particular, the formal sector had the lion share of those with tertiary education (76.7%) followed by the self-employed (69.5%) while the informal sectors had the least (47.1%). On average, the formal, informal and self-employed sectors favour the youth residing in the urban areas (about 93%) compared to rural areas. On employers, the majority in both formal and informal sectors were male (at least 65%). On the education level, 90 per cent of the employers in the formal sectors had tertiary level of education compared to around 70 per cent in the informal sector.



Key challenges faced by youth

Youth indicated that they faced a myriad of challenges in work and life. Most of these are linked to the environments and conditions they live in, while a few of them are personal in nature. Study 1 investigated the challenges faced by Youth NEET, by asking them to list the many problems they face. These are summarized in figure 1 below.

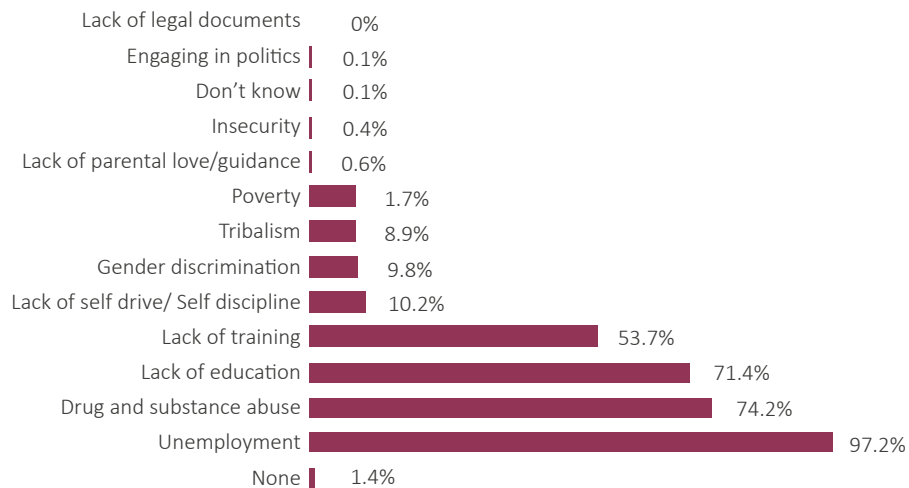


Figure 1: Challenges faced by youth

As shown in figure 1, 97 per cent of the surveyed youth listed unemployment as the main challenge facing the youth. Substance abuse emerged second (74%), lack of education third (71%) while lack of training emerged fourth (54%). Interestingly though, combining education and training elevates this to the second most pressing challenge, and this may be linked to unemployment. This point of view is confirmed in Figure 2, presenting the barriers to employment as identified by Youth NEET.

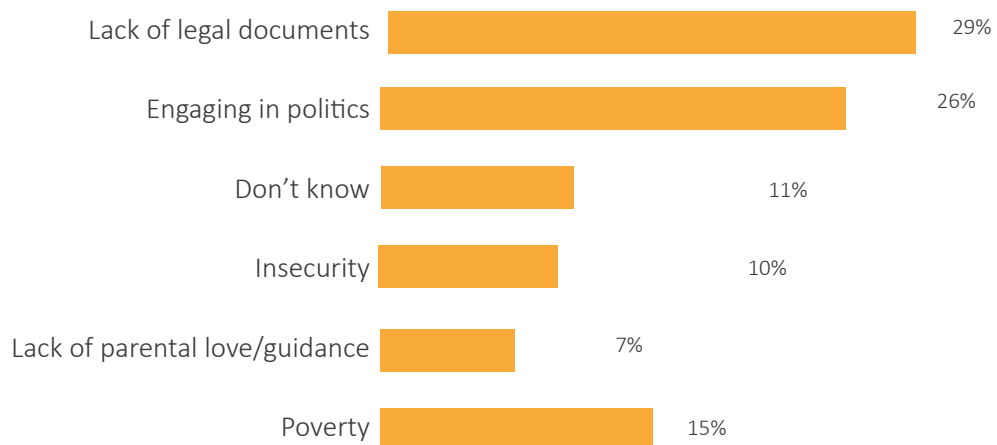


Figure 2: Obstacles to securing a job

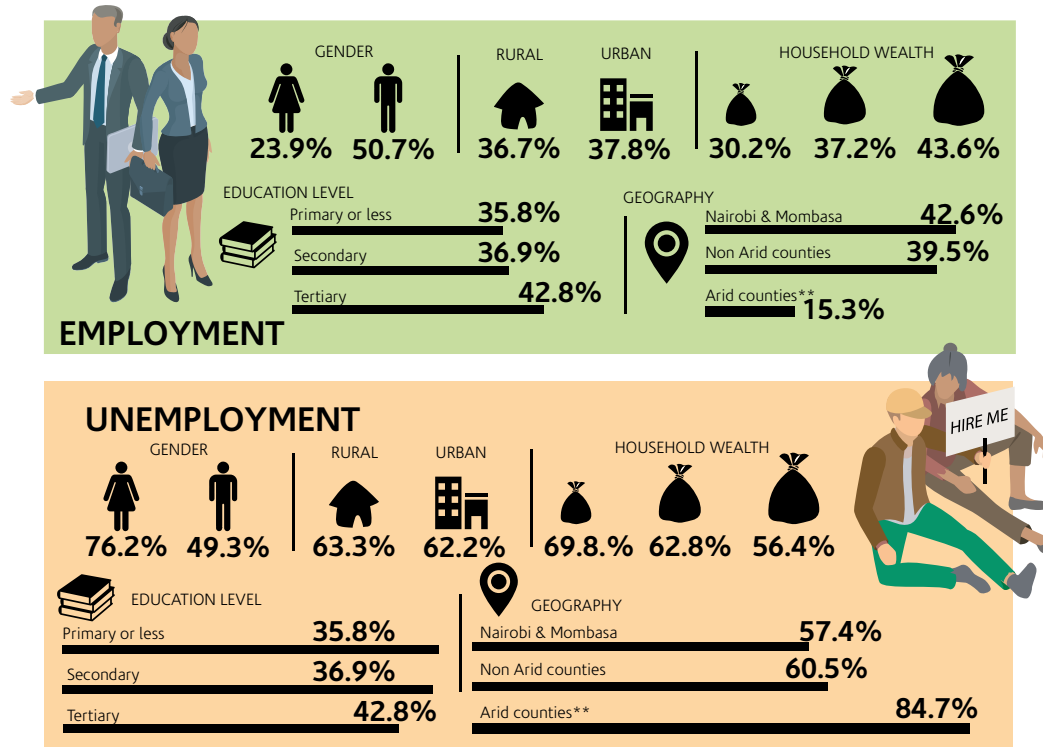
Insufficient or unsuitable training emerged as the greatest obstacle (29%) to securing a job then closely followed by not enough jobs available (26%), no work experience (11%), and no suitable training or vocational education (10%). Some of the listed obstacles e.g. insufficient training, no

work experience and unsuitable training or vocational education are linked to lack of education and training. Seemingly, youth view education and training as the key enablers to accessing of jobs.

Characteristics linked to unemployment among Youth

Table 2 presents the characteristics that can differentiate between who gets to stay at home, and who gets a job. The analysis is based on key factors such as gender, education background, socio-economic status and residence (rural/urban).

Table 2: Descriptive results based on different factors linked to unemployment



** Arid counties: Samburu, Turkana, Baringo, West Pokot, Isiolo, Wajir, Marsabit, Mandera, Garissa, and Tana River

The results show that 63.1 per cent of the surveyed youth (Study 1), claimed to be un-employed either in formal, informal and self-employment sectors. Some of the factors that are strongly linked to unemployment among the youth include gender, household SES and region of residence. The results indicate that most disadvantaged are the less-educated female youth from poor households.

Significantly more women (76.2%) than men (49.3%) are unemployed, meaning that gender has a high significance in driving access to employment. The rural areas have the lion's share of the sampled youths; those that are unemployed in the rural areas account for almost 63.3 per cent compared to the employed (36.7%). Further analysis indicates that most of those employed in the rural areas are either self-employed or working in the informal sector.

The results show little correlation between level of education and employment. For instance, among youths with at most primary level education, about 64.1 per cent are not employed, compared to 63.1 per cent who have achieved secondary education. However, as we move up the education levels, (secondary and post-secondary), the proportion of those unemployed is lower

(57.2%). Further analysis indicates that the only significant difference in employment status was between those not having received education at all and those educated; regardless their level of education.

The unemployed youth at the lowest SES level accounts for about 69.8 per cent compared to 62.8 per cent of those at the middle SES level. At the highest household SES, the unemployed youth account for 56.4 per cent. This means that youth unemployment decreases with increase in social economic status of a household. Regionally, **Mombasa and Nairobi have the lowest unemployment levels (57.4%) compared to other non-arid counties (60.5) and arid counties (84.7%)**. This indicates that unemployment strongly depends on the region of residence.

Further, most of the working youth are employed in the service industry¹, accounting for 82 per cent, followed by manufacturing (14.6%) and production (3.2%). These results have implication on the training competences needed for work.

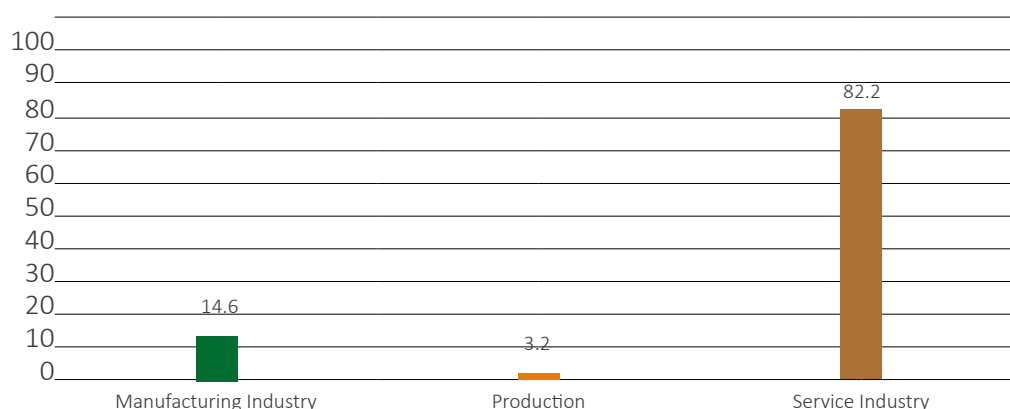


Figure 3: Proportion of youth workforce across the industries

Access to job information among youth

To understand how the youth accessed the information on employment opportunities, the survey interrogated the source of information on job opportunities in both formal and informal sectors. Results presented in figure 4, indicate that two out of three youth access information through word of mouth while three out of ten access information either through social media or traditional media e.g. newspaper, radio and TV. Hence, the **results strongly indicate that informal communication methods through word of mouth are still significantly used among the youth as opposed to the formal channels like traditional and social media.**

1 A business that does work for a customer, and occasionally provides goods, but is not involved in manufacturing.

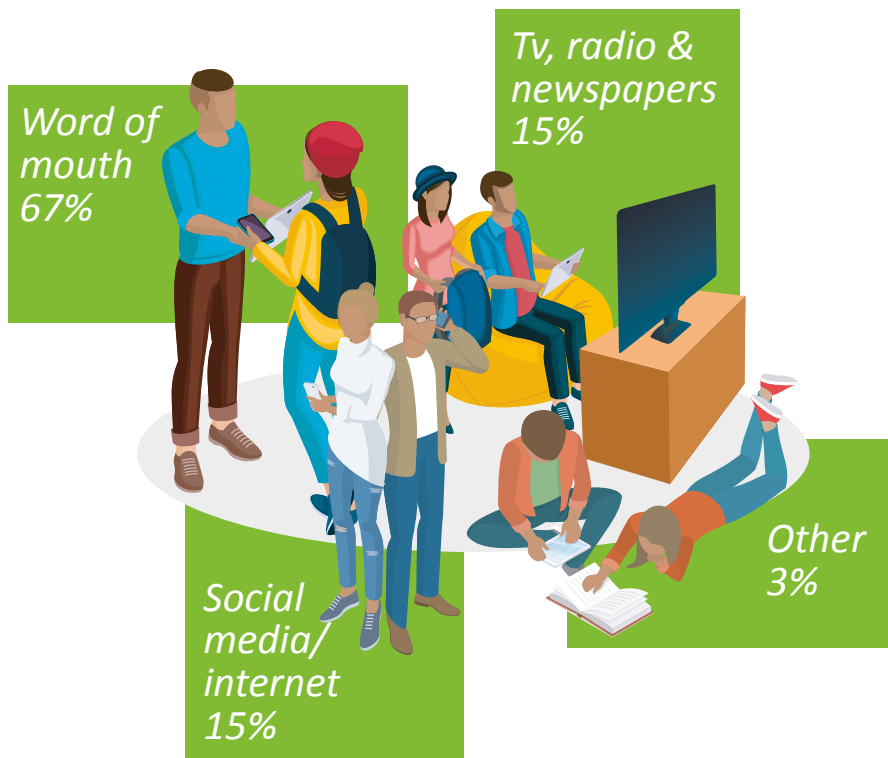


Figure 4: How youth NEET access information

Youth get to know about job availability mostly through referral and social networks. Access to job opportunities through referral and social networks in the informal sector stands at 87 per cent, compared to the formal sector at 48 per cent. Job adverts was ranked number 2, although the informal employment had higher share (48%) compared to the formal job (25%). These results strongly suggest that most employment opportunities among youth flows through social networks implying the need for training institutions to strengthen links with employers.

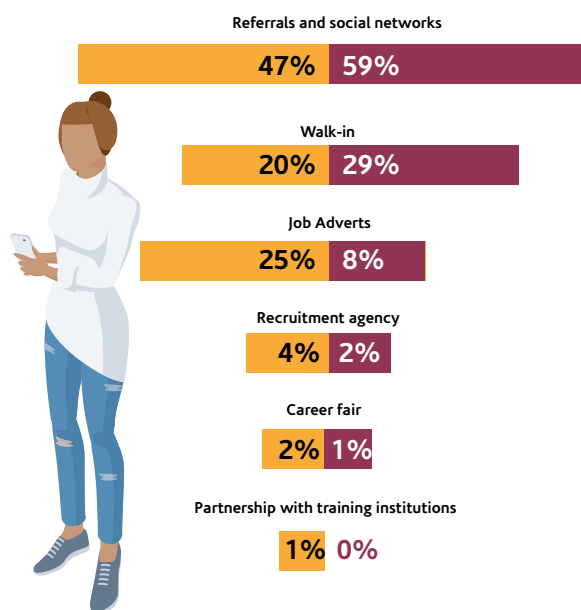


Figure 5: Sources of information regarding current employment

Capabilities for work and life

To prepare the youth to get access to employment, it is necessary to have some understanding of what employers are looking for when hiring. Table 4a, presents the ranks of skills employers think are important for an employee to possess for them to qualify to be employed in different sectors (formal, informal and self-employment).

Table 4a: Employer ranking of capabilities they require most while employing youth

Rank	Formal		Informal		Self Employed	
	Skill	Percentage	Skill	Percentage	Skill	Percentage
1	Life skills	20.1	Life skills	21.7	Life skills	20.0
2	Core values	17.6	Core values	20.1	Core values	17.4
3	Social emotional skills	11.3	Social emotional skills	13.7	Social emotional skills	11.3
4	Technical skills	9.8	Technical skills	11.2	Entrepreneurship	10.2
5	Marketing and sales	8.1	Literacy skills	7.2	Marketing and sales	8.6
6	Literacy skills	7.7	Marketing and sales	6.9	Technical skills	8.4
7	Basic computing skills	7.4	Numeracy/ mathematics skills	5.0	Financial planning and management	7.7
8	Financial planning and management	5.4	Entrepreneurship	4.7	Literacy skills	5.4
9	Numeracy/ mathematics skills	5.1	Basic computing skills	3.5	Numeracy/ mathematics skills	5.2
10	Entrepreneurship	3.7	Financial planning and management	3.4	Basic computing skills	3.9
11	Environmental awareness	2.0	Environmental awareness	2.0	Environmental awareness	1.3
12	HIV and AIDs knowledge	1.1	HIV and AIDs knowledge	0.5	HIV and AIDs knowledge	0.6
13	Others	0.6	Others	0.2		

The results reveal consistency across the three sectors on what is considered important skills an employee should possess in order to remain competitive. Although technical skills are necessary to make a youth more employable, life skills like communication, team work and problem solving emerge as the most important capabilities needed at employment across the three sectors. Core values emerged as the second critical skillset best, followed by socio-emotional skills. Technical skills emerged fourth in both formal and informal sectors while entrepreneurship emerged fourth in self-employment sector.

...life skills like communication, team work and problem solving emerge as the most important capabilities needed at employment across the three sectors

The youth were also asked to list the three most important qualities they considered important for competitiveness in the job market, and are summarized in table 4b:

Table 4b: Qualities youth consider most important for accessing jobs (in rank 1, 2 & 3)

Skill Number 1		Skill Number 2		Skill Number 3	
Skill	Percent	Skill	Percent	Skill	Percent
Skills and competences	43.9	Education level	24.7	Job experience	25.1
Education level	22.8	Attitudes and values	24.4	Attitudes and values	21.9
Attitudes and values	14.4	Skills and competences	14.8	Physical well being	11.6
Job experience	7.7	Job experience	14.4	Skills and competences	10.6
Age	4.6	Age	8.5	Education level	9.5
Physical well being	2.7	Physical well being	5.2	Age	6.9
How long one has been without a job	1.7	Gender	3.4	How long one has been without a job	6.3
Gender	1.2	How long one has been without a job	2.4	Gender	4.2
Marital status	0.6	Marital status	1.5	Marital status	2.0
Ethnicity	0.3	Ethnicity	0.5	Ethnicity	1.4
Don't know	0.0	Necessary documentation	0.1	Place of origin	0.3
Living standards	0.0	Place of origin	0.1	Necessary documentation	0.1
Necessary documentation	0.0	Living standards	0.0	None	0.1
Not applicable	0.0			Living standards	0.0
				Not applicable	0.0
				Requested remuneration	0.0

The respondents were asked to rank the qualities they considered most important in getting a job. Column 1 presents the qualities ranked first, column 2 presents those ranked second, while column 3 presents the qualities ranked third. Overall, having the right skills and competences was considered the most important attribute (43.9%), followed by one's education level (24.7%), possessing the right attitude and values, and having the relevant job experience in that order. ***Having the right documentation (papers), one's gender or ethnicity, and the expected remuneration were among the attributes viewed as least important.***

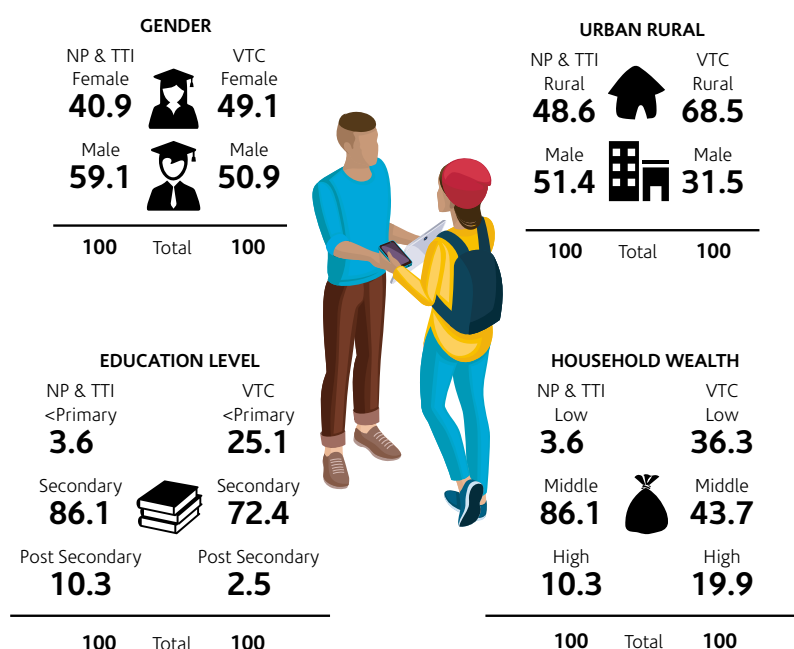
Access to TVET opportunities – Who enrolls in National Polytechnics, Technical Training Institutes Vocational Training Centres?

Results in Table 2 strongly indicate that training is a key factor in promoting youth employment. Most of the job relevant trainings are acquired in our tertiary institutions like the National Polytechnics (NP), Technical Training Institutes (TTI) and Vocational Training Centres (VTC). Among the three levels of TVET institutions, the NP's offer diploma and higher diploma training, and attract students with higher academic qualifications, making the enrolment to these institutions very competitive. The TTI offer mostly Crafts training (and Diploma), and are also competitive, with most of the

private training institutions falling under this category. The TTI's also require minimum secondary school qualification, but with lower entry qualifications than the NP's. A majority of the studied institutions fell under this category. The VTC are at the lowest level and they offer a wide range of artisan courses. Many of them have no specified academic qualifications for entry, with most demanding a primary certificate on completion, however no academic qualifications are required for training.

The results presented in Table 5 indicate that the most important factors linked to the enrolment in NP and TTI as compared to VTC including household wealth, gender, education level and mother's education. The most disadvantaged group are female youth with low education levels, born in poor households where the mother has at most secondary level of education. The results indicate that although VTC provide distinctly much lower quality than TTI and NP's, VTC's enrol more female youth, youth from poorer backgrounds and those from less educated parents. **Nearly 40 per cent of the students in VTC's have not gone to secondary school, while around 12 per cent of them have at least one child.**

Table 5: Descriptive results based on different factors linked to enrolment to TVET institutions



Results in Table 5 indicate that NPs/TTIs enrol more male students (60%) than female students (40%), but in VTC, the ratio of male to female students' enrolment is almost 1:1. This means that in VTC, female students have equal chances to be enrolled compared to NP and TTC where female students are slightly dis-advantaged by around 20 percentage points. Generally, enrolment from the rural areas in our TVET institutions is relatively high compared to those from the urban regions, but it is the VTC that are enrolling larger rural populations.

On the relationship between education level and enrolment of students, the NP and TTI, mainly enrol students from secondary school or those with tertiary qualifications, while in the VTC, a fourth of the students have only primary school qualifications. Household wealth seems to be a significant factor in determining TVET enrolment. About 69 per cent of the students enrolled in VTC come from the lowest SES as compared to 36 per cent enrolled in NP and TTI. On the other hand, more students from high SES are enrolled in NPs and TTCs (20%) compared to VTC's (9%).

Prospects for Whole Youth Development in TVET

The survey of 171 TVET institutions (Study 2) investigated the range of institutional capacities, as well as training and learning opportunities available at the institutions, that might support the acquisition of the core values and capabilities for whole youth development. First, a majority of the students rated their instructors positively, where between 50-60 per cent strongly agreed that their Trainers were familiar with scientific and practical knowledge in the areas they trained in, that they encouraged them to think creatively, encouraged originality in solving problems and gave them problems that can be solved using multiple methods. These results are summarized in Figure 6.

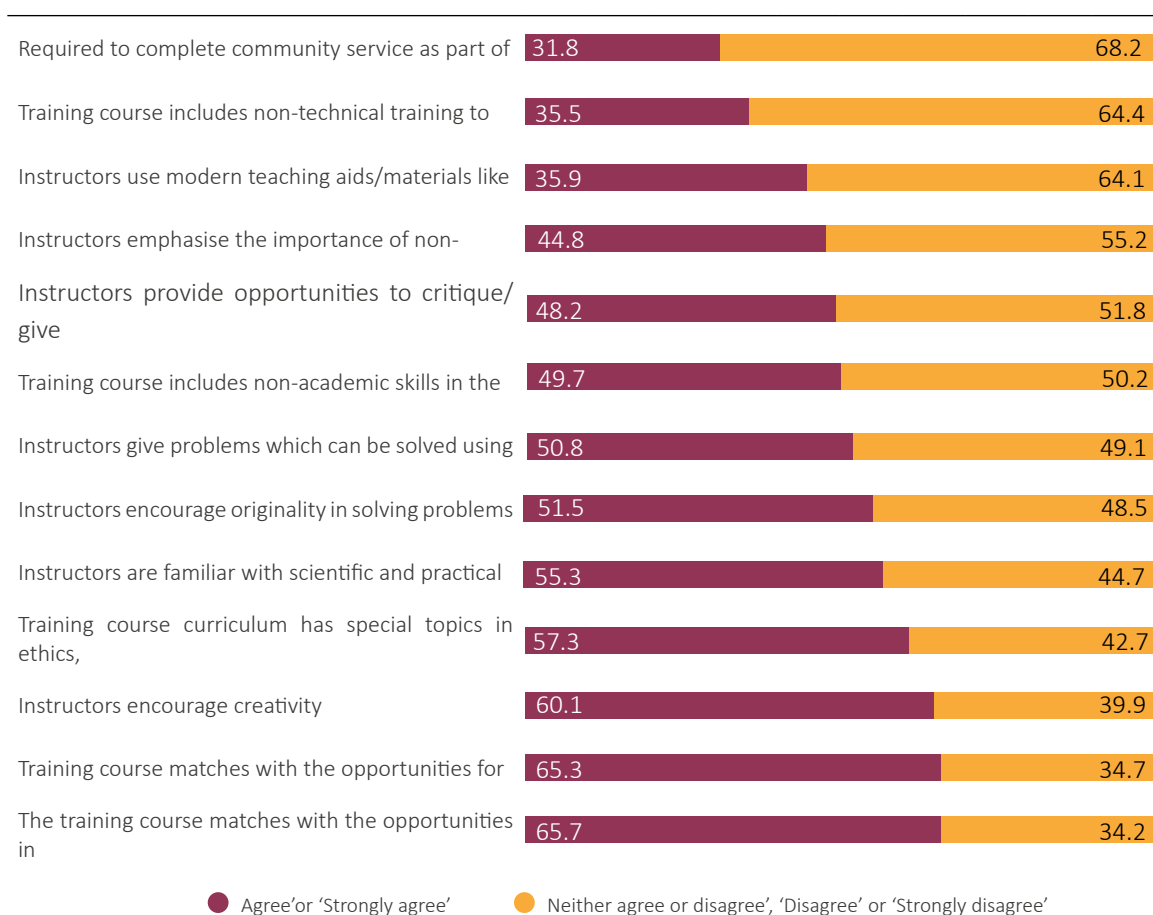


Figure 6: Students' perceptions about support from Trainers and training courses

A majority (over 65%) of the students strongly agreed that most of the training courses they pursued matched the opportunities in the job market – formal, informal and self-employment sectors. However, over 60 per cent disagreed that the courses they pursued provided them with the required capacity to undertake community service, they also didn't think that their courses included non-technical skills that could prepare them for the job market. The majority (over 55%) also disagreed that their Trainers used modern methods of training, compared to what they observed on the internet. They also disagreed that their trainers emphasized on the importance of non-academic and non-technical skills.

On the other hand, the Trainers rated themselves highly (Figure 7). They reported that they provided a wide range of activities to help students nurture their life skills and socio-emotional competences. For instance, in preparing students to experience what they will encounter after school, about 97 per cent of the Trainers thought that they provided opportunities for their students to practice what they learned in their work place. On promoting team work among students, over 90 per cent of the Trainers believed that they encouraged their students to pool resources together in teams, and that they encouraged their students to present their work to their classmates. Over 80 per cent of the Trainers thought that they encouraged their students to critique their classmates' work, and that they also invited professionals to talk to their students about their careers. On encouraging students to be more creative and meet deadlines, around 83 per cent of the Trainers said that they encouraged their students to solve class problems using their own methods, and once in a while, they gave students a lot of work to be completed within strict deadlines as preparation for work.

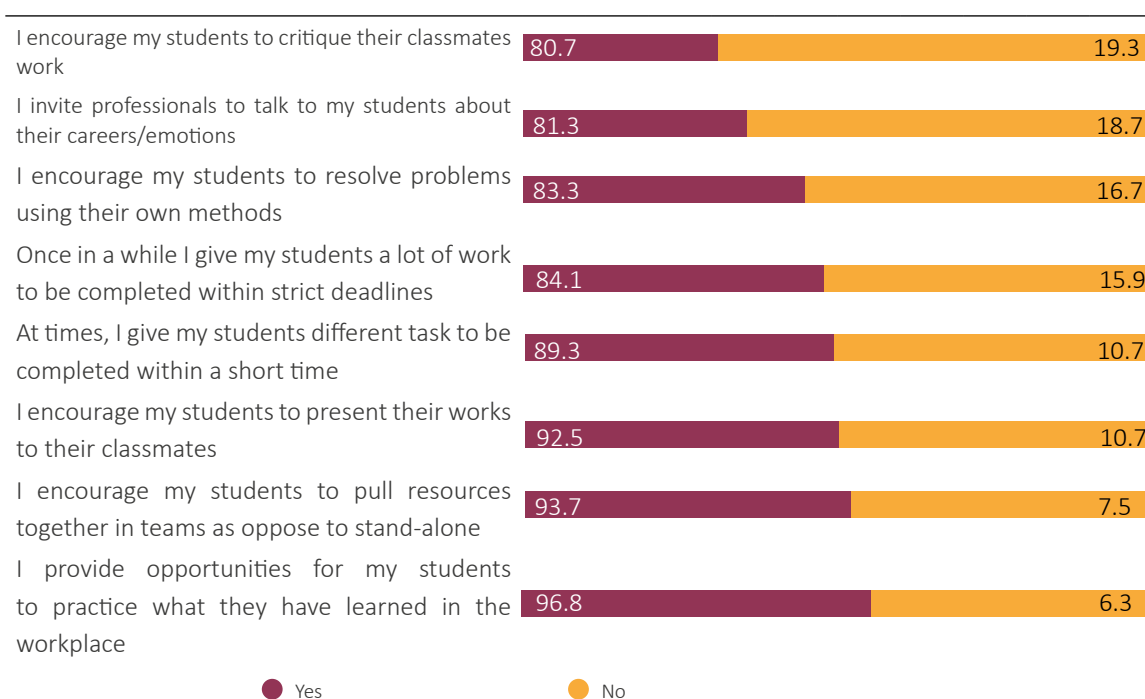


Figure 7: Trainer activities for nurturing life skills and social-emotional skills

Drivers of adversity

Factors linked to access to TVET information

This section presents the inferential analysis of the factors linked to adversity among youth sampled countrywide, in education or training, using the two dependent variables of accessing information about TVET institutions, and also accessing a job. Table 6 presents the results generated from a logistic regression analysis model on different social, economic and demographic characteristics against a binary outcome variable- knowledge of a TVET institution. The table presents the odds ratio, p-values that show the significance of a factor and confidence intervals. The results show that gender, household social economic status, education level, belonging to a community and geographical region, are the three most significant factors linked to access/awareness of the presence of a TVET institution.

Table 6: Regression Analysis results on the probability of having knowledge of TVET institutions

Factor	Odds Ratio	P>z	[95% Conf.	Interval]
Gender (ref: Female)				
Male	1.48	0.000	1.20	1.81
Age (ref: <17yrs)				
18-21	0.96	0.874	0.60	1.55
22-25	1.11	0.666	0.69	1.80
Don't know	0.99	0.980	0.31	3.17
Education Level (ref:<primary)				
Secondary	1.39	0.001	1.15	1.70
Tertiary	1.68	0.006	1.16	2.43
Household SES (ref: Low)				
Middle	1.36	0.006	1.09	1.69
High	1.23	0.085	0.97	1.56
Marital status (ref: single)				
Divorced/separated	1.10	0.770	0.58	2.09
Monogamously marriage	0.91	0.453	0.70	1.17
Residence (ref: rural)				
Urban	0.95	0.717	0.74	1.23
Living arrangements (ref: both parents)				
Divorced/Single	1.12	0.491	0.81	1.53
Orphan-hood (Partial/full)	1.18	0.294	0.87	1.61
Others (e.g. with relatives)	0.78	0.313	0.49	1.26
Belong to a community (ref: no)				
Yes	1.23	0.051	1.00	1.51
Region (Ref: Central)				
Coast	0.67	0.070	0.44	1.03
Eastern	0.66	0.014	0.48	0.92
Nairobi	0.84	0.510	0.49	1.42
North Eastern	0.08	0.000	0.03	0.18
Nyanza	0.98	0.902	0.70	1.37
Rift Valley	0.68	0.017	0.50	0.94
Western	1.46	0.042	1.01	2.09

From the results, male youth have 48 per cent higher chances than female in knowing about the TVET institution nearest to them. Having secondary and tertiary education levels have 39 per cent and 68 percent advantage compared to those with at most primary education respectively. Living in a household at the middle SES level has a 36 per cent advantage compared to living in a low SES household. Youth living in the central region have a significant advantage on access to TVET information compared to those living in the rest of the regions in Kenya except Nairobi, Nyanza and Western regions. At the same time, belonging to a community group gives youth 23 per cent advantage to have knowledge of a TVET institution. However, residence (urban/rural), age and marital status of youth do not predict awareness about TVET institutions.

Factors linked to access to job opportunities

Table 7 presents the results on factors linked to access to employment based on data from the countrywide survey, education or training. The results were generated using a logistic regression model based on different social, economic and demographic characteristics against a binary outcome variable – access to some employment. The table presents the odds ratio, p-values that show the significance of a factors and confidence intervals. The results indicate that gender, age, household SES, belonging to a social group and geographical region, are the most significant factors linked to access to employment. However, residence (urban/rural) and marital status of youth do not significantly predict access to employment.

Table 7: Regression Analysis results (Logistic) on the factors linked to access to being in employment

Factor	Odd Ratio	P>t	[95% Conf.	Interval]
Gender (ref: female)				
Male	4.53	0.000	3.58	5.74
Age (ref: 15-17 years)				
18-21 years	2.48	0.007	1.28	4.80
24-25 years	5.07	0.000	2.62	9.84
Education level (ref: <Primary)				
Secondary	0.83	0.090	0.67	1.03
Post-Secondary	0.76	0.174	0.52	1.13
Household SES (Ref: Low)				
Middle	1.24	0.081	0.97	1.58
High	1.40	0.012	1.08	1.83
Marital status (ref: Single)				
Divorced	1.33	0.429	0.66	2.68
Married	1.19	0.218	0.90	1.58
Setting (ref: Rural)				
Urban	0.95	0.717	0.74	1.23
Living arrangement (ref: In union)				
Divorced/Single	1.33	0.105	0.94	1.87
Orphan-hood (partial/full)	1.00	0.986	0.71	1.40
Belong to a group (Ref: No)				
Yes	1.43	0.001	1.15	1.78
Migrant (Ref: No)				
Yes	1.16	0.155	0.95	1.42
Region (Ref: Central)				
Coast	0.55	0.011	0.35	0.87
Eastern	0.59	0.003	0.41	0.83
Nairobi	0.30	0.000	0.17	0.55
North Eastern	0.08	0.000	0.03	0.18
Nyanza	0.35	0.000	0.24	0.50
Rift Valley	0.30	0.000	0.21	0.42
Western	0.21	0.000	0.15	0.32

The results show that **male youth have almost 5 times as high chances to be employed than female youth**, while controlling for other competing factors. On household poverty levels, **a young person from a wealthy household has significantly higher chances (40%) of accessing employment over their counterparts from poorer households**. Similarly, belonging to a community group increases the chances of a young person garnering employment by around 43 per cent. Regionally, **youths from the central region of Kenya have significantly higher chances to access employment** (formal/informal/self-employment), compared to the youths from the rest of the regions, including Nairobi.



4. CONCLUSIONS AND IMPLICATIONS

The youth adversity framework

The evidence has established that in terms of both accessing information on TVET and accessing jobs, most disadvantaged are female youth, youth of poorer families and youth of less educated parents, youth who do not belong to any community social groups, and youth living in either arid areas, or in the western region of Kenya. These are also the youth with the lowest levels of competences.

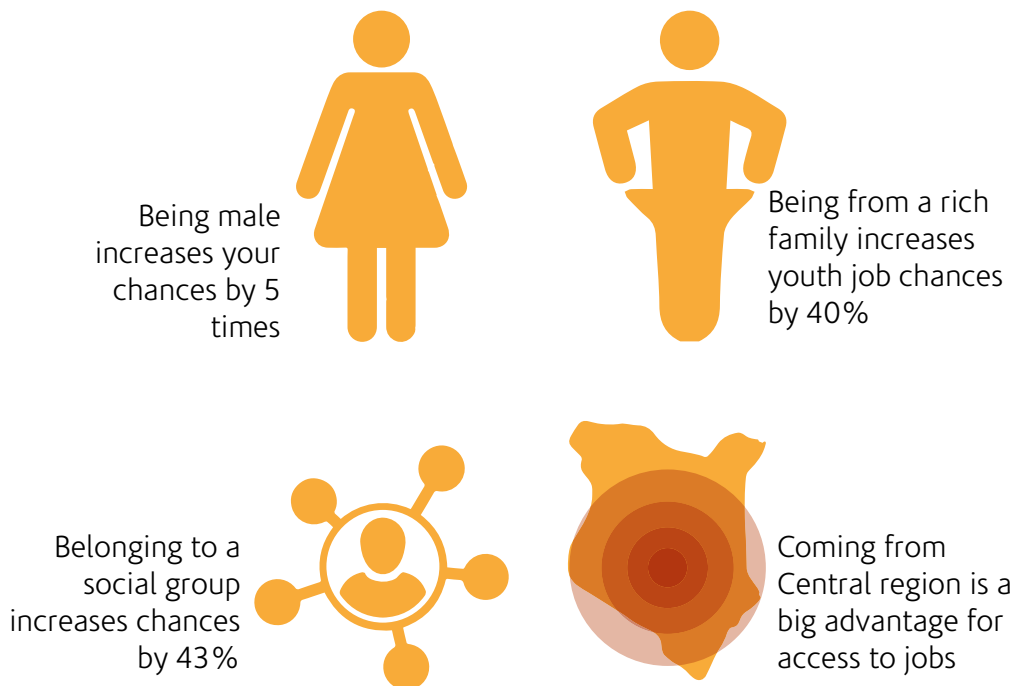


Figure 8 – Youth adversities

Implications: In expanding access to TVET, there is need to make equity and inclusion key considerations. A recent study on gender analysis in TVET (KEFEP, 2019) confirmed the inequitable access to TVET, citing social, cultural and religion linked to access, control of resources, decision-making and knowledge. **Gender inclusion must be a key agenda for every TVET institution,**

while at the same time, decision-making ensures equitable deployment of trainers, incentives for both male and female youth to enrol in the various training areas, and gender-responsive

... fees subsidies and HELB loans are far too inadequate in reaching the poorest youth. There is need to supplement these with targeted scholarships and other pro-poor strategies.

training environments and methods. Second, the flat-rate capitation, fees subsidies and HELB loans are far too inadequate in reaching the poorest youth. There is need to supplement these with targeted scholarships and other pro-poor strategies.

Youth access to information

It is hard to believe that living in what is termed to be ‘the information age’, that half of the youth lack critical information on opportunities, and that ***much of the information on opportunities may not be reaching the youth who need it most***. While half of the youth have no knowledge about the TVET institution next to them, two thirds of them receive information through word of mouth. At the same time, most youth receive information on employment through personal acquaintances and social networks.

Implications: While community social groups do play an important role in facilitating access to information; even then, better communication efforts must be developed to strategically target the youth who need this information most – those with no access to media, youth who do not belong to any social group, youth living in remote rural areas and female youths. Further to this, TVET institutions must adapt to this, through creating links and nurturing relationships with employers. Each institution must have an office that handles linkages and placements, rather than leaving this to chance. This has implications on staffing and institutional budgets, but would be a worthwhile investment.

The value of TVET in facilitating youth to employment

The studies have confirmed the worth of TVET and training opportunities in facilitating youth to access employment. Though unemployment is by far viewed as the leading challenge by youth, ***training and education opportunities are valued as the leading enablers***.

Implications: A dual approach would be most strategic, increasing access, while at the same time improving relevance and quality. At the same time, the need to align TVET to labour market demands is underlined by these results. The training offered in TVET must consider that available jobs are overwhelmingly in the service industry, while 87 per cent of the jobs are in the informal sector. Caution must however be taken in being aware of the future of work, and anticipate the new jobs emerging from technological and social disruptions.

Focus on Vocational Training

Although a devolved function, results point to the need to focus more on Vocational Training Centres (VTCs), if we are to reach the most disadvantaged youth. The evidence ***establishes that VTCs are enrolling larger populations of female youth, youth from poorer households, and youth who have children***. Around 40 per cent of the students enrolled in VTCs have primary education or less, nearly 13 per cent of them are already parents, and only 5 per cent of them come from wealthy families. Yet, the studies have shown that VTCs have much lower quality of training – no facilities, equipment, and no qualified trainers. Less than 40 per cent of them can demonstrate functional literacy, functional literacy and digital literacy.

Implications: The national budget has neglected vocational training, left merely to discretionary funding by the county governments. There is need to review the funding to VTCs, especially examining the issues linked to adequacy and efficiency of the conditional grants recently released to county governments. Second, the TVET Authority must ensure that equitable training standards are achieved across the various levels of TVET institutions, and push for affirmative action from both levels of government to achieve equitable and inclusive training quality. In addition, the Curriculum

Development, Assessment and Certification Council (CDACC) needs to adapt the instructor curriculum to the lower levels, while carefully considering issues such as the language of instruction, and the capabilities needed for youth of this level to build the confidence and resilience needed for success in work and life. Lastly, the Competency Based Curriculum (CBC), now underway in early years' education, has embraced vocational training. There is need to start designing the connection between the pre-vocational training that will be offered in basic education, and the progression to vocational levels, and adapt the current curricula ahead of this big transition. Related to this, vocational training needs to be seen as part of the '100 per cent transition from primary school' initiative by government, and adapt Vocational Training Centres to provide continued and lifelong learning (also in academic areas) for the learners coming from primary school.

the Competency Based Curriculum (CBC), now underway in early years' education, has embraced vocational training.

Systemic appetite for Whole Youth Development

The youth, employers and trainers acknowledge the need to expand the range of skills, competencies and experiences offered to youth during training. The demand for life skills, core values and social-emotional competencies has been confirmed by these studies. The need to prioritize critical 21st century working and living skills has also been highlighted by many other previous studies.

Implications: These large-scale surveys have been inadequate in estimating the extent to which these skills are integrated in current training practices, and have not done justice in differentiating and defining the specific values and capabilities demanded most for work and life. Consequently, this has created the need for smaller, in-depth studies to, for instance, observe work environments and training rooms to define and prioritize the specific competences.

Even then, the results of these studies provide a good beginning point for constructing a competence framework for TVET in Kenya. Using this to audit the competency-based training (CBET) curricula currently under development, provides an opportunity to find balance between the formal approach of integrating more competences in instruction, and providing deliberate experiences within the institutions; through such things as clubs, sports activities and community service. This will assist in developing institutional cultures that promote the acquisition of core values and critical life skills for work and life, which, as these results show, are critically demanded.



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Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30) in employment Kenya.



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Assessing the production of core values and capabilities among youth in TVET institutions in Kenya

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Youth NEET in Kenya: Enablers and barriers towards achieving career and life goals



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